



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Hwy 89, 2 miles East of Gap Trading Post, Tuba City, AZ 86045

Tuba City Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Underperforming
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Leila McCabe  
Schedule : 07:00 AM to 05:00 PM  
Grades : K-3  
Web Address : [www.tcusd.org](http://www.tcusd.org)  
Phone Number : (928) 283-8937  
Fax Number : (928) 283-1244  
E-mail : [lmccabe@tcusd.org](mailto:lmccabe@tcusd.org)

### Mission

To prepare students to achieve high level of health/wellness; cognitive/problem-solving capabilities; self-esteem; and self-direction.

Through parental partnership the school will promote rich cultural values and ethnic pride.

All children will learn through a solid foundation of intellectual, social, emotional, and physical development.

### School / Academic Goals

- ü Students will increase proficiency in reading, writing and math development over the previous year and continue to make AYP.
- ü Students will improve reading, writing and math achievement scores on the TerraNova CTBS by a 10% increase in the number of students at or above the 50th percentile. The 3rd grade will pass the AIMS Test according to the Arizona Dept. of Educ.
- ü The school will align the curriculum to the state standards in reading/writing/and math.
- ü The school will measure on- going progress of students in using DIBELS Benchmark and AIMS Web for reading and math throughout the year.

### Enrollment

October 1, 2005 School Year Student Enrollment : 55  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- Ü Open Court Reading
- Ü FOSS-Science-Math
- Ü Everyday Mathematics
- Ü Full Day Kindergarten
- Ü Navajo Language Instruction daily

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/30/2005
Last Day of School :	3/1/2006

## Shared Responsibilities

### School

To provide a safe, caring/violence-free environment for all students. Collaborate w/parents on portfolios/accident reports/disciplinary concerns/progress reports. Give parents opportunity to be involved in decision making in their child's education.

To provide training in Health Education and give Parent Advisory Counselors to attend workshops, conferences, and seminars.

### Parents

To have their child attend school, help them with their school homework, and school activities. To attend all of their children Parents/teacher conferences. To inform the school of any special needs their child may have and to be involved in the decision making at school in all that involves their child.

## Transportation Policy

All students qualify to ride school buses. All safety measures are taken to ensure the safety of the students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Staff Honored for Years of Service	2004
Ü Staff Appreciation Awards	2004
Ü Star in the Desert	2004
Ü Awards for Red Ribbon Week	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	135	80010	87	94	99	410	421	447	15	14	10	38	30	18	46	55	53	NA	1	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	59	38935	NC	91	99	NC	429	447	NC	7	9	NC	24	19	NC	66	55	NC	3	17
Male	NC	76	40974	NC	96	98	NC	414	448	NC	20	11	NC	34	18	NC	46	52	NC	NA	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	--	NC	34545	--	NC	99	--	NC	432	--	NC	14	--	NC	24	--	NC	53	--	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	13	133	3979	87	94	96	410	421	424	15	14	17	38	29	30	46	56	47	NA	2	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	17	10161	NC	89	93	NC	372	419	NC	65	28	NC	35	28	NC	NA	36	NC	NA	8
Students without Disabilities	11	118	69849	85	94	100	416	427	451	9	7	7	36	29	17	55	63	56	NA	2	19
Limited English Proficient Students	NC	30	14013	NC	86	97	NC	404	413	NC	30	24	NC	27	34	NC	43	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	13	126	39029	93	94	98	410	420	432	15	14	14	38	29	25	46	55	52	NA	2	9
Non-Economically Disadvantaged	--	NC	40981	--	NC	100	--	NC	462	--	NC	6	--	NC	13	--	NC	54	--	NC	27

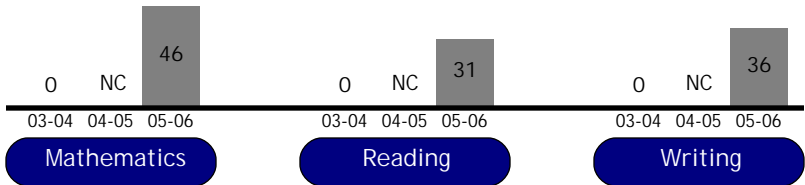
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	135	79438	87	94	98	414	421	451	15	13	9	54	47	24	31	39	56	NA	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	60	38775	NC	92	99	NC	431	457	NC	7	7	NC	38	22	NC	53	58	NC	2	13
Male	NC	75	40560	NC	95	97	NC	412	446	NC	19	12	NC	53	25	NC	28	54	NC	NA	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	--	NC	34297	--	NC	98	--	NC	434	--	NC	14	--	NC	31	--	NC	50	--	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	13	133	3940	87	94	95	414	422	429	15	13	14	54	47	36	31	40	47	NA	1	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	NC	17	9588	NC	89	88	NC	358	416	NC	76	30	NC	24	32	NC	NA	34	NC	NA	5
Students without Disabilities	11	118	69850	85	94	100	424	429	456	NA	4	7	64	50	23	36	45	59	NA	1	12
Limited English Proficient Students	NC	29	13856	NC	83	96	NC	392	407	NC	31	27	NC	55	43	NC	14	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	13	126	38685	93	94	97	414	421	435	15	13	14	54	47	32	31	39	50	NA	1	5
Non-Economically Disadvantaged	--	NC	40753	--	NC	99	--	NC	467	--	NC	5	--	NC	16	--	NC	62	--	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	139	79971	93	97	99	409	412	423	7	7	8	57	49	41	36	44	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	63	38974	NC	97	99	NC	429	437	NC	3	5	NC	38	33	NC	59	57	NC	NA	4
Male	NC	76	40895	NC	96	98	NC	398	410	NC	11	10	NC	58	47	NC	32	41	NC	NA	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	--	NC	34481	--	NC	99	--	NC	410	--	NC	10	--	NC	46	--	NC	43	--	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	14	137	3995	93	96	96	409	413	409	7	7	10	57	50	47	36	44	42	NA	NA	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	17	10258	NC	89	94	NC	324	377	NC	41	23	NC	59	51	NC	NA	25	NC	NA	1
Students without Disabilities	12	122	69713	92	98	100	415	423	429	NA	2	5	58	48	39	42	50	52	NA	NA	3
Limited English Proficient Students	NC	32	13985	NC	91	97	NC	366	382	NC	22	18	NC	69	54	NC	9	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	13	129	38994	93	96	98	411	414	409	8	6	10	54	49	47	38	45	41	NA	NA	1
Non-Economically Disadvantaged	NC	10	40977	NC	100	100	NC	NA	437	NC	NA	5	NC	NA	34	NC	NA	56	NC	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NA	58	100	30	38	47	NC	NC	35	46
	Language	NC	NC	48	50	100	32	38	47	NC	NC	44	48
	Mathematics	NC	NC	61	64	100	25	36	50	NC	NC	44	52
3	Reading	--	--	NA	55	NC	NC	32	44	93	25	27	46
	Language	--	--	37	61	NC	NC	28	44	93	24	25	46
	Mathematics	--	--	35	61	NC	NC	37	51	93	25	32	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

# Gap/Tsinaabaas Ha'bitiin Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Parent/Educator Relations
- Ü Parent Input in Curriculum
- Ü Decision Making in Regards to Staff
- Ü School Safety Issues

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	.50	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	55%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Library
- Ü P.E.

### Extracurricular Activities

- Ü Cultural Arts - Drama Presentations
- Ü Holiday Student Presentations
- Ü Student Chess Club
- Ü Book Club
- Ü Sport Activities

### Social Services

- Ü Local Business Support
- Ü Crisis Intervention
- Ü Health Services - IHS
- Ü Project Love - Christmas
- Ü Coconino County Health

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Students will increase achievement in math, reading, writing and science to 50th percentile on TerraNova/AIMS tests.
- ü Students will decrease in the 'falls far behind' and approaching the standards by having Fall and Spring intersession.
- ü The school will continue to make Academic Yearly Progress by closely monitoring the learning of all students.
- ü The school will recognize outstanding student by usage of Good Character Count Monthly. They are provided with a field trip at the end of the year.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Positive classroom management and using Character Count established by the State. Inform parents of school policy for a safe and orderly climate for learning. Lower number of students in classroom. Many community members employed by school. Constant supervision. Crisis Intervention Plan, and regular safety drills. Daily School Security visit to the school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Mrs. Leila McCabe	(928) 283-8937
Transportation Policy	Pearl Puhuyaoma	(928) 283-1071
Community Resources	Harry Manygoats	(928) 283-6280
School Nutrition Programs	Helen Hunter	(928) 283-1028
Parent Organization	Diane Nez	(928) 283-8937
Student Health/Nurse	Donavon Pekyatewa	(928) 283-8937

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.